



July 9, 2004

DEPARTMENT OF EDUCATION

2003-2004 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the state's measure of student progress in achieving the challenging academic expectations, known as *Learning Results*, adopted by the Maine Legislature in 1997. This report of student performance in writing, reading, mathematics, and science and technology provides a status report of student performance that is disaggregated by student and school characteristics. This summary report, together with MEA individual student and subject specific class analysis reports, provides support and guidance as we continually plan to improve the effectiveness of instructional programs.

The 2003-2004 MEA Summary Reports reflect student and school scores that are based on an expanded number of test questions in the reading, mathematics, and science and technology tests. Further, the MEA writing assessment has added two tasks to broaden the opportunity for grade 4, 8, and 11 students to write narrative, descriptive, expository, or persuasive (grades 8 and 11 only) responses. The longer writing prompt continues to provide an in-depth look at a student's ability to develop topics through writing and use of English language conventions. The changes respond to the increasing use of MEA results as part of certification decisions in local assessment systems. More information about the design of the MEA is available at <http://www.state.me.us/education/mea/meahome.htm>.

An added benefit of the MEA design modifications is the ability to report school and student performance in more ways. For example, performance in mathematics and science and technology is reported for individual students and schools in each of four content standard clusters. The value of MEA student performance information, when combined with the results from your Comprehensive Local Assessment System, is enhanced for use in program evaluation and planning.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve high standards.

Sincerely,

Susan A. Gendron
Commissioner



Educational Assessment School Report

ID:

School:

District:

Grade: 4

Test Date: March 2004

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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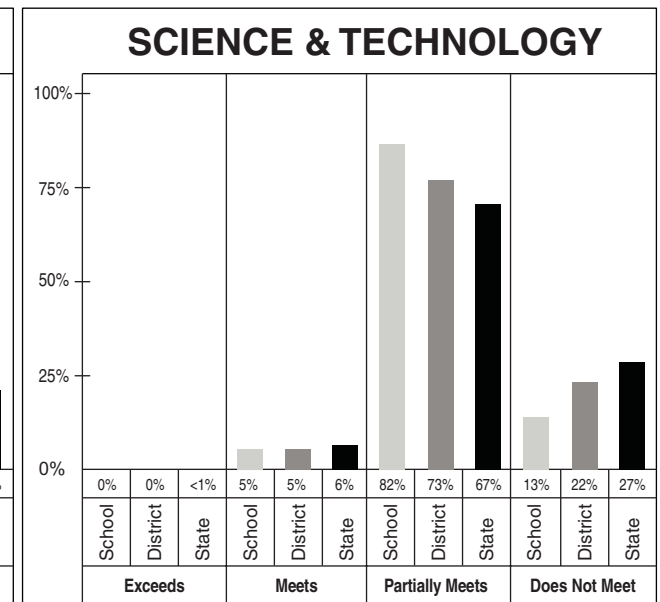
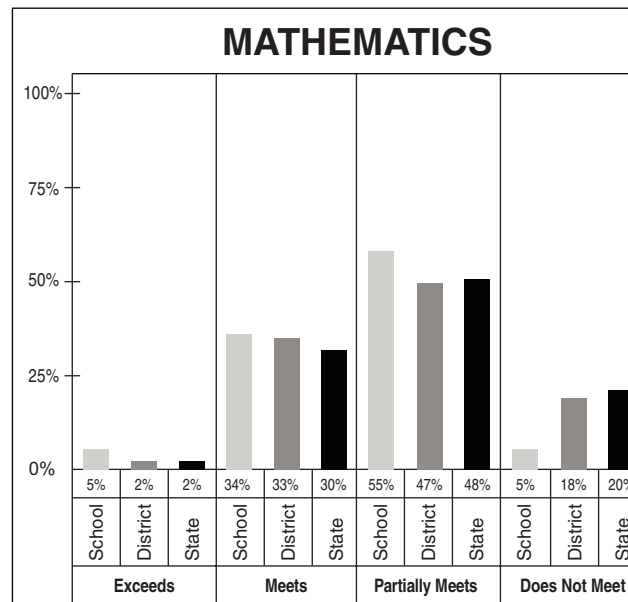
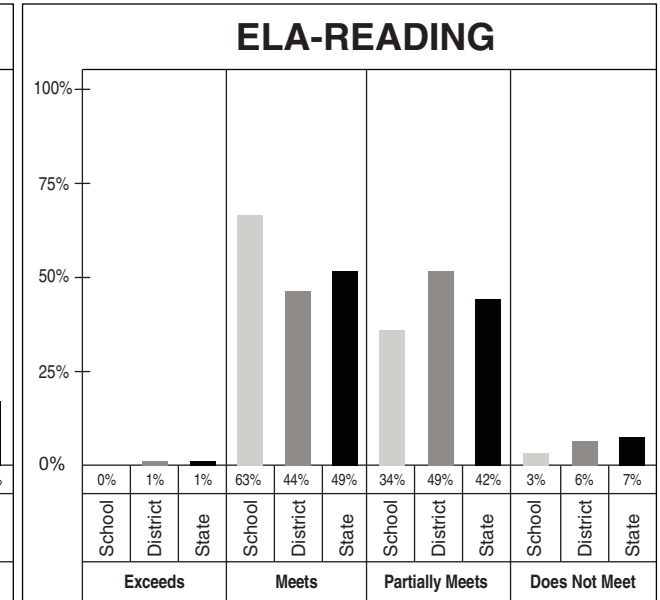
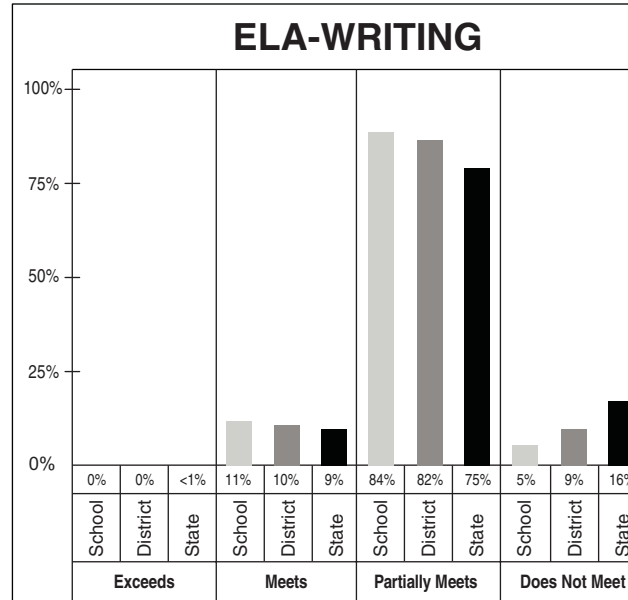


SUMMARY OF SCORES

School:
District:
Grade: 4
Date: March 2004

Executive Summary of School, District, and State Scores

Year	Average Performance Score		
	School	District	State
ELA-WRITING			
2001-2002	524	530	529
2002-2003	531	530	530
2003-2004	531	531	530
Cum. Avg.	529	530	530
ELA-READING			
2001-2002	537	539	538
2002-2003	538	539	539
2003-2004	542	539	540
Cum. Avg.	539	539	539
MATHEMATICS			
2001-2002	534	529	530
2002-2003	535	533	532
2003-2004	541	536	534
Cum. Avg.	537	533	532
SCIENCE & TECHNOLOGY			
2001-2002	527	528	526
2002-2003	528	525	526
2003-2004	529	528	527
Cum. Avg.	528	527	526





SUMMARY OF STUDENT PARTICIPATION

School:
District:
Grade: 4
Date: March 2004

CATEGORY OF PARTICIPATION	Enrollment ¹ on the first day of testing					
	School		District		State	
	n	%	n	%	n	%
Total number of students	38	100	243	100	14743	100
Ethnicity						
White (non-Hispanic)	38	100	228	94	13628	92
Black (non-Hispanic)	0	0	1	0	234	2
Hispanic	0	0	3	1	100	1
Asian/Pacific Islander	0	0	2	1	160	1
American Indian/Alaskan Native	0	0	0	0	164	1
Other/Multi-ethnic	0	0	6	2	242	2
Not reported	0	0	3	1	215	1
Identified disability	5	13	40	16	2388	16
Current LEP	0	0	1	0	176	1
Economically disadvantaged	4	11	47	19	4838	33
Migrant	0	0	0	0	162	1

CONTENT AREA PARTICIPATION ²																	
ELA-Writing						ELA-Reading						Mathematics					
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
38	100	243	100	14687	100	38	100	242	100	14691	100	38	100	243	100	14704	100
38	100	228	100	13591	100	38	100	227	100	13595	100	38	100	228	100	13598	100
0		1	100	225	96	0		1	100	226	97	0		1	100	230	98
0		3	100	98	98	0		3	100	98	98	0		3	100	100	100
0		2	100	156	98	0		2	100	156	98	0		2	100	159	99
0		0		164	100	0		0		164	100	0		0		164	100
0		6	100	241	100	0		6	100	240	99	0		6	100	242	100
0		3	100	212	99	0		3	100	212	99	0		3	100	211	98
5	100	40	100	2368	99	5	100	40	100	2371	99	5	100	40	100	2376	99
0		1	100	162	92	0		1	100	161	91	0		1	100	172	98
4	100	47	100	4812	99	4	100	46	98	4812	99	4	100	47	100	4819	100
0		0		162	100	0		0		162	100	0		0		162	100

MODE OF PARTICIPATION ³	ELA-Writing						ELA-Reading						Mathematics					
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	34	89	194	80	11833	81	34	89	193	80	11808	80	34	89	194	80	11719	80
Identified disability (PET/IEP)	1	3	2	1	222	2	1	3	2	1	209	2	1	3	2	1	184	2
LEP	0	0	0	0	51	0	0	0	0	0	50	0	0	0	0	0	46	0
504 plan	0	0	0	0	116	1	0	0	0	0	116	1	0	0	0	0	110	1
Students who took the assessment with accommodations	4	11	44	18	2671	18	4	11	44	18	2674	18	4	11	44	18	2833	19
Identified disability (PET/IEP)	4	100	33	75	1966	74	4	100	33	75	1957	73	4	100	33	75	2043	72
LEP	0	0	1	2	104	4	0	0	1	2	103	4	0	0	1	2	123	4
504 plan	0	0	3	7	75	3	0	0	3	7	76	3	0	0	3	7	82	3
Other	0	0	7	16	544	20	0	0	7	16	556	21	0	0	7	16	607	21
Students recommended for participation in alternate assessment (PAAP)	0	0	5	2	183	1	0	0	5	2	209	1	0	0	5	2	152	1
Identified disability (PET/IEP)	0		5	100	180	98	0		5	100	205	98	0		5	100	149	98
LEP	0		0	0	7	4	0		0	0	8	4	0		0	0	3	2
504 plan	0		0	0	0	0	0		0	0	0	0	0		0	0	0	0

¹ Percents are the percentage of students enrolled in each participation category. ² Percents are the percentage of students in the participation category who participated in the content area.
³ Percents are the percentage of students in each content area who participated with each mode of participation.



ELA WRITING RESULTS

School:
District:
Grade: 4
Date: March 2004

PERFORMANCE LEVELS: The quality of a student's work at each level of proficiency reflects progress in achievement of Maine's <i>Learning Results</i> in English language arts – writing.	STUDENTS AT EACH PERFORMANCE LEVEL					
		School		District		State
		N	%	N	%	%
Exceeds the Standards —The student's work demonstrates exemplary accomplishment in both the development of the topic/idea and the use of Standard English conventions in first-draft writing (scaled scores: 561–580).	2001–2002	0	0	0	0	<1
	2002–2003	0	0	0	0	<1
	2003–2004	0	0	0	0	<1
	Cumulative Average	0	0	0	0	<1
Meets the Standards —The student's work demonstrates proficiency in both the development of the topic/idea and the use of Standard English conventions in first-draft writing (scaled scores: 541–560).	2001–2002	2	6	40	17	14
	2002–2003	5	19	28	12	12
	2003–2004	4	11	23	10	9
	Cumulative Average	4	12	30	13	12
Partially Meets the Standards —The student's work demonstrates writing skills that may show moderate development of the topic/idea and/or some errors in Standard English conventions that may interfere with communication of ideas (scaled scores: 521–540).	2001–2002	19	58	157	65	63
	2002–2003	18	69	171	75	73
	2003–2004	32	84	194	82	75
	Cumulative Average	23	70	174	74	70
Does Not Meet the Standards —The student's work demonstrates writing skills that show limited development of the topic/idea and/or many errors in Standard English conventions that interfere with communication of ideas (scaled scores: 501–520).	2001–2002	12	36	45	19	23
	2002–2003	3	12	28	12	15
	2003–2004	2	5	21	9	16
	Cumulative Average	6	18	31	13	18

Learning Results Content Standard Cluster	Number of Points Possible	Average Points Attained (Number and Percent)					
		School		District		State	
		N	%	N	%	N	%
Total Writing (Standards F and G)	40	20.5	51	20.3	51	19.4	49
Standard English Conventions (Standard F)	16	9.8	61	9.5	59	9.1	57
Stylistic and Rhetorical Aspects of Writing (Standard G)	24	10.7	45	10.8	45	10.3	43

The MEA assesses students' writing skills through their responses to three prompts/tasks (one common long prompt, one common short task, and one matrix short task). The goal of these prompts/tasks is to provide opportunities for students to write narrative, descriptive, expository, or persuasive (grades 8 and 11 only) writing responses. Each content standard above is defined in Maine's *Learning Results*. The *Learning Results* can be found at <http://www.state.me.us/education/lres/homepage.htm>.



ELA WRITING RESULTS

(CONTINUED)

School:
District:
Grade: 4
Date: March 2004

Reporting Categories	School					State					Questionnaire Items	Sch.	State								
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards					
Gender											Do you or your teacher keep a collection of your writing?										
female	37	533	14	86	0	49	532	14	77	9	A. A collection of my writing is not kept.	3	8	526	4	26					
male	63	530	8	83	8	51	527	5	73	23	B. A collection of my writing is kept but I do not use it.	68	37	529	8	17					
Ethnicity											C. A collection of my writing is kept and I use it to grow as a writer.	29	55	531	12	13					
White (non-Hispanic)	100	531	11	84	5	93	530	10	75	16	How often do you have time in class to work on your writing?										
Black (non-Hispanic)						2	527	5	73	21	A. never	0	3	526	4	29					
Hispanic						1	529	12	72	16	B. a few times a week	3	34	530	11	13					
Asian/Pacific Islander						1	532	14	79	8	C. once a week	0	11	529	8	15					
American Indian/Alaskan native						1	527	4	74	22	D. almost every day	97	52	529	9	17					
Other/Multi-ethnic						2	529	10	71	20											
not reported						1	528	6	70	24											
Economically disadvantaged											How often does your teacher show you ways to improve/revise the content of your writing?										
yes	89	532	12	88	0	32	527	5	71	24	A. never	0	4	526	6	28					
no						68	531	12	76	12	B. a few times a month	24	23	530	11	13					
Title 1A targeted program											12	526	2	76	21	C. a few times a week	58	39	530	10	14
students served in reading											8	527	3	77	20	D. almost every day	18	34	529	9	18
students served in mathematics																					
Migrant											How often does your teacher show you ways to edit your writing for spelling, capitalization, and punctuation?										
students eligible, not served						0	527	2	74	24	A. never	8	4	527	8	25					
students eligible, served, not tutored						0	527	3	77	20	B. a few times a month	13	20	530	11	14					
students eligible, served, tutored						0	525	4	64	32	C. a few times a week	11	37	530	9	14					
Gifted/talented program											D. almost every day	68	39	529	10	17					
yes	100	531	11	84	5	4	537	28	70	1	Other than a number or letter grade, how often does your teacher give you written comments or talk to you about your work in writing?										
no						96	529	9	75	17	A. almost always	11	19	529	10	18					
Identified disability																					
yes						13	523	0	60	40	15	521	1	48	52	B. most of the time	66	27	530	11	14
no						87	533	12	88	0	85	531	11	79	10	C. some of the time	13	43	530	9	14
Limited English proficient students											D. rarely or never	11	12	528	7	20					
current LEP						1	525	5	68	28	How often do you work on your writing on a computer?										
former LEP reclassified non-LEP						1	532	16	74	9	A. almost every day	8	8	528	9	21					
How much homework do you do on school nights?											B. once or twice a week	84	29	530	9	16					
A. none	87	531	12	85	3	4	525	5	59	36	C. once or twice a month	5	24	531	12	11					
B. less than one hour						75	530	10	76	14	D. rarely or never	3	40	529	9	18					
C. one to two hours						18	530	10	77	14											
D. more than two hours						2	525	4	60	36											
Optional school/district question																					
A.																					
B.																					
C.																					
D.																					



ELA READING RESULTS

School:
District:
Grade: 4
Date: March 2004

PERFORMANCE LEVELS: The quality of a student's work at each level of proficiency reflects progress in achievement of Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH PERFORMANCE LEVEL					
		School		District		State
		N	%	N	%	%
Exceeds the Standards —The work demonstrates exemplary accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 561–580).	2001–2002	0	0	2	1	1
	2002–2003	0	0	1	0	1
	2003–2004	0	0	2	1	1
	Cumulative Average	0	0	2	1	1
Meets the Standards —The work demonstrates a consistent accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 541–560).	2001–2002	16	48	127	53	48
	2002–2003	9	35	110	48	48
	2003–2004	24	63	104	44	49
	Cumulative Average	16	49	114	48	48
Partially Meets the Standards —The work demonstrates inconsistent accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 521–540).	2001–2002	12	36	93	39	42
	2002–2003	17	65	102	44	40
	2003–2004	13	34	116	49	42
	Cumulative Average	14	45	104	44	41
Does Not Meet the Standards —The student demonstrates limited accomplishment in the comprehension of literary and informational texts, in the use of the skills and strategies of reading to answer questions, and in the demonstration of understanding of how words and images communicate (scaled scores: 501–520).	2001–2002	5	15	18	8	10
	2002–2003	0	0	17	7	11
	2003–2004	1	3	15	6	7
	Cumulative Average	2	6	17	7	9

Learning Results Content Standard Cluster	Number of Points Possible	Average Points Attained (Number and Percent)					
		School		District		State	
		N	%	N	%	N	%
Total Reading (Standards A, B, and D)	64	38.4	60	35.6	56	36.6	57
Process of Reading (Standard A)	6	4.7	78	4.2	70	4.1	68
Reading Comprehension (Standards B and D)	58	33.7	58	31.4	54	32.4	56
Literature and Culture (Standard B)	30	17.4	58	16.5	55	17.2	57
Informational Texts (Standard D)	28	16.3	58	14.9	53	15.3	55

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short "authentic" texts, selected from developmentally appropriate published works. Each content standard above is defined in Maine's *Learning Results*. The *Learning Results* can be found at <http://www.state.me.us/education/lres/homepage.htm>.



ELA READING RESULTS

(CONTINUED)

School:
District:
Grade: 4
Date: March 2004

Reporting Categories	School					State					Questionnaire Items	Sch.	State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender											How often do you search for and read information on a computer? A. almost every day B. once or twice a week C. once or twice a month D. rarely or never						
female	37	545	79	21	0	49	541	57	38	6		11	10	538	46	10	
male	63	540	54	42	4	51	538	45	46	9	32	33	541	54	6		
Ethnicity											How often do you do reading assignments or take tests where you earn points for what you have written even if your answer is not completely correct? A. most of the time B. sometimes C. never						
White (non-Hispanic)	100	542	63	34	3	93	540	52	41	7		37	27	541	56	6	
Black (non-Hispanic)						2	533	30	55	16	21	30	538	44	9		
Hispanic						1	537	38	57	5	How many pages do you read each day in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages						
Asian/Pacific Islander						1	540	54	39	7		47	34	540	53	7	
American Indian/Alaskan native						1	533	29	57	15	53	58	540	50	7		
Other/Multi-ethnic						2	539	49	45	6	0	8	539	50	10		
not reported						1	536	40	46	14							
Economically disadvantaged											Do the questions you have just been given on this MEA test match what you have learned in school about reading? A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.						
yes						32	536	36	52	12		29	32	541	55	7	
no	89	542	65	35	0	68	542	58	37	5	58	51	541	54	5		
Title 1A targeted program											13	13	536	38	12		
students served in reading						12	533	22	65	13	0	4	532	27	22		
students served in mathematics						8	534	27	60	13							
Migrant											Other than a number or letter grade, how often does your teacher give you written comments or talk to you about your work in reading? A. almost always B. most of the time C. some of the time D. rarely or never						
students eligible, not served						0	535	38	43	19		50	19	539	48	10	
students eligible, served, not tutored						0	535	37	46	17	16	26	540	53	7		
students eligible, served, tutored						0	534	26	58	15	26	41	540	51	6		
Gifted/talented program											8	13	540	51	6		
yes						4	551	93	7	0	How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.						
no	100	542	63	34	3	96	539	49	43	8		21	21	542	58	6	
Identified disability											55	50	541	56	5		
yes	13	525	0	80	20	15	528	15	56	29	21	16	538	41	9		
no	87	544	73	27	0	85	542	57	39	4	3	13	534	32	16		
Limited English proficient students																	
current LEP						1	529	17	61	22							
former LEP reclassified non-LEP						1	540	51	43	5							
How much homework do you do on school nights?																	
A. none						4	533	31	51	18							
B. less than one hour	87	542	67	30	3	75	540	52	42	7							
C. one to two hours						18	541	55	39	6							
D. more than two hours						2	531	26	51	23							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School:
District:
Grade: 4
Date: March 2004

PERFORMANCE LEVELS: The quality of a student's work at each level of proficiency reflects progress in achievement of Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH PERFORMANCE LEVEL					
		School		District		State
		N	%	N	%	%
Exceeds the Standards —The student demonstrates exemplary knowledge of content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 561–580).	2001–2002	1	3	2	1	2
	2002–2003	0	0	13	5	3
	2003–2004	2	5	4	2	2
	Cumulative Average	1	3	6	3	2
Meets the Standards —The student demonstrates consistent knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 541–560).	2001–2002	9	26	54	22	21
	2002–2003	10	37	61	26	25
	2003–2004	13	34	78	33	30
	Cumulative Average	11	32	64	27	25
Partially Meets the Standards —The student demonstrates partial and/or inconsistent knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 521–540).	2001–2002	17	50	117	47	49
	2002–2003	11	41	100	42	43
	2003–2004	21	55	113	47	48
	Cumulative Average	16	49	110	45	47
Does Not Meet the Standards —The student demonstrates limited knowledge of mathematical content, process, reasoning and communication skills, and problem-solving ability (scaled scores: 501–520).	2001–2002	7	21	74	30	29
	2002–2003	6	22	64	27	28
	2003–2004	2	5	43	18	20
	Cumulative Average	5	16	60	25	26

Learning Results Content Standard Clusters	Number of Points Possible	Average Points Attained (Number and Percent)					
		School		District		State	
		N	%	N	%	N	%
Cluster 1: Numbers and Operations	20	14.4	72	13.3	67	13.2	66
Cluster 2: Shape and Size	18	12.5	69	11.0	61	10.0	56
Cluster 3: Mathematical Decision Making	13	9.6	74	9.1	70	9.0	69
Cluster 4: Patterns	13	10.0	77	9.1	70	9.1	70

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
J. Mathematical Reasoning
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication
- Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* can be found at <http://www.state.me.us/education/lres/homepage.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School:
District:
Grade: 4
Date: March 2004

Reporting Categories	School					State					Questionnaire Items	Sch.	State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender											How often do you use hands-on materials (cubes, rods, tiles, tangrams, etc.) in mathematics class?						
female	37	539	21	71	7	49	534	32	48	20	A. almost every day	16	14	530	22	28	
male	63	542	50	46	4	51	534	33	48	19	B. two or three days a week	50	31	534	31	19	
Ethnicity											C. two or three times each month	32	42	536	37	15	
White (non-Hispanic)	100	541	39	55	5	93	534	33	48	19	D. never	3	13	532	29	26	
Black (non-Hispanic)						2	527	15	49	36	How often do you use calculators in mathematics class?						
Hispanic						1	531	20	57	23	A. almost every day	0	5	527	18	39	
Asian/Pacific Islander						1	538	41	44	15	B. two or three days a week	26	21	532	27	23	
American Indian/Alaskan native						1	528	18	52	30	C. two or three times each month	71	54	537	37	14	
Other/Multi-ethnic						2	533	32	44	24	D. never	3	20	532	28	25	
not reported						1	530	22	50	28	How often do you do mathematics activities or take tests where you earn points for what you have written even if it is not completely correct?						
Economically disadvantaged											A. most of the time	45	32	535	35	19	
yes						33	529	20	50	30	B. sometimes	55	59	534	31	19	
no	89	542	41	56	3	67	537	38	47	15	C. never	0	9	533	31	24	
Title 1A targeted program											Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?						
students served in reading						12	526	11	52	37	A. Yes, the questions on the test match what I have learned in mathematics class.	53	38	537	39	16	
students served in mathematics						8	526	11	52	38	B. Yes, they match some of what I have learned.	32	46	535	32	17	
Migrant											C. Yes, they match just a little of what I have learned.	16	13	529	20	31	
students eligible, not served						0	531	29	45	26	D. No, there is no match.	0	3	524	13	45	
students eligible, served, not tutored						0	532	29	45	26	How do you spend most of your time in mathematics class?						
students eligible, served, tutored						0	529	23	42	36	A. I work by myself.	5	30	534	31	19	
Gifted/talented program											B. I work in small groups.	16	9	528	18	34	
yes						4	551	84	16	0	C. I do some work myself and some in small groups.	79	52	536	36	16	
no	100	541	39	55	5	96	533	30	50	21	D. The whole class works together.	0	9	531	25	28	
Identified disability											Other than a number or letter grade, how often does your teacher give you written comments or talk to you about your work in mathematics?						
yes	13	523	0	60	40	15	524	12	44	44	A. almost always	50	19	533	31	24	
no	87	544	45	55	0	85	536	36	49	15	B. most of the time	16	25	534	30	21	
Limited English proficient students											C. some of the time	29	41	535	32	18	
current LEP						1	525	12	47	41	D. rarely or never	5	15	536	38	16	
former LEP reclassified non-LEP						1	535	30	58	12	On average, how many minutes a day do you spend working on mathematics in class?						
How much homework do you do on school nights?											A. less than 30 minutes	0	8	527	18	35	
A. none						4	528	19	45	36	B. 30–45 minutes	53	28	533	27	22	
B. less than one hour	87	542	42	55	3	75	535	33	49	18	C. 45–60 minutes	45	46	536	36	15	
C. one to two hours						18	535	34	48	18	D. more than 60 minutes	3	18	535	37	20	
D. more than two hours						2	525	17	43	40							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



SCIENCE & TECHNOLOGY RESULTS

School:
District:
Grade: 4
Date: March 2004

PERFORMANCE LEVELS: The quality of a student's work at each level of proficiency reflects progress in achievement of Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH PERFORMANCE LEVEL					
		School		District		State
		N	%	N	%	%
Exceeds the Standards —The student demonstrates exemplary knowledge of content including life, physical, and earth/space sciences <i>and</i> scientific inquiry, reasoning, and communication skills (scaled scores: 561–580).	2001–2002	0	0	0	0	<1
	2002–2003	0	0	0	0	<1
	2003–2004	0	0	0	0	<1
	Cumulative Average	0	0	0	0	<1
Meets the Standards —The student demonstrates consistent knowledge of content including life, physical, and earth/space sciences <i>and</i> scientific inquiry, reasoning, and communication skills (scaled scores: 541–560).	2001–2002	2	6	6	2	3
	2002–2003	3	11	11	5	5
	2003–2004	2	5	13	5	6
	Cumulative Average	2	7	10	4	5
Partially Meets the Standards —The student demonstrates partial and/or inconsistent knowledge of content including life, physical, and earth/space sciences <i>and</i> scientific inquiry, reasoning, and communication skills (scaled scores: 521–540).	2001–2002	20	59	186	75	69
	2002–2003	18	67	143	60	65
	2003–2004	31	82	174	73	67
	Cumulative Average	23	69	168	69	67
Does Not Meet the Standards —The student demonstrates limited knowledge of content including life, physical, and earth/space sciences <i>and</i> scientific inquiry, reasoning, and communication skills (scaled scores: 501–520).	2001–2002	12	35	55	22	28
	2002–2003	6	22	86	36	31
	2003–2004	5	13	53	22	27
	Cumulative Average	8	23	65	27	29

Learning Results Content Standard Clusters	Number of Points Possible	Average Points Attained (Number and Percent)					
		School		District		State	
		N	%	N	%	N	%
Cluster 1: Life Sciences	16	11.6	73	11.1	69	10.7	67
Cluster 2: Physical Sciences	16	8.4	53	8.5	53	8.4	53
Cluster 3: Earth and Space Sciences	16	9.6	60	9.3	58	9.0	56
Cluster 4: Nature and Implications of Science	16	10.3	64	9.9	62	9.9	62

Cluster 1: **Life Sciences**
A. Classifying Life Forms
B. Ecology
C. Cells

Cluster 2: **Physical Sciences**
E. Structure of Matter
H. Energy
I. Motion

Cluster 3: **Earth and Space Sciences**
D. Continuity and Change
F. The Earth
G. The Universe

Cluster 4: **Nature and Implications of Science**
J. Inquiry and Problem Solving
K. Scientific Reasoning
L. Communication
M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* can be found at
<http://www.state.me.us/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School:
District:
Grade: 4
Date: March 2004

Reporting Categories	School					State					Questionnaire Items	Sch.	State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender female male	37 63	529 529	14 0	71 88	14 13	49 51	526 527	5 7	66 68	28 25	What things do you learn about in your fourth-grade science classes? A. nature, plants, and animals B. nature, plants, animals, Earth, rocks, and minerals C. I have learned about the things listed in B and also about motion, energy, and matter.	51 0 49	16 29 55	526 526 528	6 5 7	28 31 23	
Ethnicity White (non-Hispanic) Black (non-Hispanic) Hispanic Asian/Pacific Islander American Indian/Alaskan native Other/Multi-ethnic not reported	100	529	5	82	13	93 1 1 1 1 2 1	527 521 524 527 522 526 525	6 1 3 7 1 4 3	68 52 62 68 55 71 62	26 47 35 25 44 25 35	How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	45 53 0 3	27 53 9 11	527 528 526 525	6 7 6 4	28 24 32 33	
Economically disadvantaged yes no	89	530	6	85	9	33 67	523 528	3 7	58 72	39 21	Which statement best describes how you learn science and technology? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. B. I use science kits for demonstrations and experiments. C. I work in groups to design and conduct experiments. D. I do a combination of A, B, and C.	3 5 5 87	26 10 17 47	527 525 525 528	6 3 4 7	26 34 33 22	
Migrant students eligible, not served students eligible, served, not tutored students eligible, served, tutored						0 0 0	524 524 522	2 5 2	60 57 47	38 38 51	How often do you do science activities or take tests where you earn points for what you have written even if your answer is not completely correct? A. most of the time B. sometimes C. never	8 92 0	26 63 11	527 527 528	6 5 8	26 27 25	
Gifted/talented program yes no	100	529	5	82	13	96	538 526	30 5	69 67	1 28	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology? A. Yes, the questions on the test match what I have learned in science class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.	45 37 18 0	26 47 21 5	527 528 526 523	7 6 5 3	27 23 29 40	
Limited English proficient students current LEP former LEP reclassified non-LEP						1 1	519 526	0 3	40 70	60 27	How do you spend most of your class time in science class? A. I work by myself. B. I work in small groups. C. I do some work myself and some in small groups. D. The whole class works together.	0 39 58 3	18 20 49 13	526 525 528 526	4 4 7 6	30 32 22 31	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	87	529	6	85	9	4 75 18 2	523 527 528 521	2 6 7 2	54 68 69 51	43 26 24 47	Other than a number or letter grade, how often does your teacher give you written comments or talk to you about your work in science? A. almost always B. most of the time C. some of the time D. rarely or never	47 18 29 5	14 24 42 20	526 527 527 528	6 5 6 6	32 28 25 24	
Optional school/district question A. B. C. D.																	